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ABSTRACT

The Asian Centre of Educational Innovation for Development (ACEID) organized a Regional Seminar for Preparing Guidelines for Developing Innovative Examination Tools, Methodologies and Procedures. Four objectives were outlined: (1) to consider current methodologies and procedures used by the participating countries in developing evaluation tools for assessing productive skills and moral development; (2) to identify problems and issues involved in developing such tools; (3) to make suggestions or methodologies and procedures for developing evaluation tools in these two areas and (4) to recommend plans for follow-up activities to be undertaken by participating countries. These four areas are developed as a workbook tool for analyzing one's methodologies, problems, evaluations, etc. Skill training and methods of skill training are repeatedly considered, and while the development and evaluation of moral education is deemed vitally important, the seminar group is also attentive to the follow-up activities each country proposes. (CE)

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Asian Programme of Educational Innovation for Development APEID

EVALUATING PUPIL DEVELOPMENT

- Productive Skills Training
- Moral Education

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Report of a Regional Seminar
Bangkok, Thailand, 10-20 September 1979

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Chapter One

INTRODUCTION

The Asian Centre of Educational Innovation for Development (ACEID) organized a Regional Seminar for Preparing Guidelines for Developing Innovative Examination Tools, Methodologies and Procedures at Bangkok from 10 to 20 September 1979. The objectives of the Seminar were:

i) To consider current methodologies and procedures used by the participating countries in developing evaluation tools for assessing productive skills and moral development;

ii) To identify problems and issues involved in developing such tools;

iii) To make suggestions on methodologies and procedures for developing evaluation tools in these two areas; and

iv) To recommend plans for follow-up activities to be undertaken by participating countries.

The Agenda of the Seminar is presented in Annex I.

It became evident at the start of the Seminar that the problems and methodologies of evaluation would have to be related to concrete situational contexts, i.e., the objectives expected to be served by education in these areas, programmes in operation and methods of instruction employed, in each country. Considerable attention was paid by the Seminar to the exchange of views on these contextual aspects in respect of each country in order to make the study of methodologies and tools of evaluation meaningful and productive. It was also considered necessary that the report of the Seminar should contain summary accounts of the contextual aspects, which each participant developed specially for the report. This was done after each had presented his country report and noted which particular features of his country's system and practices required clarifications as judged by the questions raised during the discussions.

The participants exchanged views, country by country, on the current approaches, and the problems faced, in assessing the outcomes of education in the two areas under study. Guidelines were then established for developing tools, methodologies and procedures. In preparing these guidelines, the participants divided themselves into two groups. One group worked on the area of skill development or education for work; and the other group on moral development. Reports of the two groups were discussed and adopted, with modifications, in a plenary session.

Chapter Two

SYNTHESIS OF COUNTRY EXPERIENCES

The country report of each participant included a brief background of the evaluation system in his country, the objectives of skill development and of moral development, the programmes used, methods of evaluation and the problems and issues. After the reports were presented, sharing of experiences was effected through group interaction. Although conditions prevalent in one country may not be the same in another country in the region, it was observed that certain common features exist. These are presented under two headings: Experiences Relating to the Development and Evaluation of Productive Skills and Experiences Relating to the Development and Evaluation of Moral Education.

A. Experiences relating to the development and evaluation of productive skills

Productive and socially useful skills refer to all those processes which entail the learning of a set of carefully selected skills directly related to a vocation or an industrial art, geared towards productions and social services.

1. Objectives

It was observed that the objectives of skill training in practically all the countries represented in the seminar involve the development of desirable attitudes, habits and values in addition to the development of the skills themselves and knowledge of the subject.

With regard to the development of desirable attitudes towards the different trades and occupations that require manual labour, it was generally felt that little has been done to bring about such desirable changes in the child. It has also been pointed out that in some countries one aspect of attitudinal change expected of skill training is the development of positive and healthy attitudes towards team work and socially desirable values such as self-reliance, tolerance and co-operation. Children are taught and they learn the subject mainly for the purpose of fulfilling the school requirements; the attitudinal change fails to take place.

Another common observation in regard to the objectives of skill training is the development of manipulative skills of a fundamental nature such as those required in industrial, agricultural and home arts and other pre-vocational and technical subjects. The development of these manipulative skills which is important for the total growth of the children, will enable them to become productive citizens and help towards meeting the manpower needs of the nation.

Imparting basic knowledge, fundamental concepts and principles pertaining to a particular vocational or technical subject is only done if they are made relavant to the needs of the country specifically to the world of work.

Knowledge in skill development is also expected to help students in solving problems of a scientific, technical and managerial nature.

In a few countries stress is laid on the development of individuals who are attuned to the political and social aspirations of the country.

2. Programmes

All the countries represented in the seminar realize the importance of skill training. Subjects in the fields of vocational, technical and work education become a common feature of the curriculum at different levels. Arts and crafts, for example, is in the school curriculum right from the primary level and in some countries, work education is also taught at this level. At the secondary level most countries include the teaching of vocational and technical subjects such as industrial and home arts.

3. Methods of training

To realize the objectives set forth for training in socially productive skills, various formal and informal methods have been used. Formal methods refer to the methods used by the teacher within the framework of the school setting, such as lectures and demonstrations. Students are also given practical course/work assignments and projects. These may be done individually or in groups.

Insofar as practical work is concerned, there are cases where students are not only confined to activities in the classroom but also to actual on-the-job training in various fields. Field trips also offer opportunity for students to make on-the-spot observations on skills manifested by people who have the expertise on such skills.

Some of the informal methods of training used are through students participation in extra-curricular activities which require the use of the skills acquired through their formal training. For example students go out to the community and help the people improve their socio-economic conditions by doing projects relating to cleanliness, beautification and improvement of methods of agriculture.

4. Methods of evaluation

In all the countries the most common method of evaluation is the use of written tests whether essay or objective and these are mainly concerned with the knowledge aspect of skill training.

Insofar as the evaluation of the actual skills is concerned, students are assigned to do practical work and the product is assessed.

In countries where criteria are set for particular learning tasks, criterion referenced measures are used.

Some countries use aptitude and manual dexterity tests to determine the students' potentials so that they could be guided or channelled accordingly into appropriate vocational/technical courses.

5. Problems and issues

One of the problems arises from an overemphasis of the cognitive aspects of skill training. This is mainly due to the fact that existing instruments for evaluation of the cognitive domain are more developed. Therefore until research produces effective instruments for the evaluation of the other domains, the observed situation may not change very much.

Another common problem is the disproportionate amount of emphasis given to the assessment of the end product rather than to the process of skill development. Evidently serious efforts have to be made in the countries to develop reliable and valid instruments to measure process skills.

There is an obvious gap between what is actually learned in school and what is needed in real life situations. It is possible for students having undergone training in the schools to find their skills insufficient for the actual job requirements in the community. There is a need for a close link between the school and the world of trade, commerce and industry.

One reason offered for the difficulty in conducting the assessment of skills is the lack of clear-cut guidelines and standards of performance for assessing the different levels of skill development. Perhaps this problem exists because the learning tasks themselves are not clearly defined; clearly there is need for clear-cut guidelines, specified standards and adequate task analysis.

B. Experiences relating to the development and evaluation of moral education

In all countries moral education is viewed as vitally important to the total development of the child, calling for prime consideration in his education.

1. Objectives

The countries have set certain objectives for the development of moral values in their general education programme, the most important of which are: (i) to help the pupil appreciate and practise desirable values of the society in which he lives and the world at large; and (ii) to cultivate attitudes and values that will contribute to a peaceful stable and happy social order. Some of the desirable values and attitudes identified by the countries (these may not be necessarily common to all) are universal brotherhood of man, truthfulness, honesty, discipline, responsibility, tolerance, democratic and religious attitudes.

2. Programmes and methods of training

In a number of countries in the region, moral education is woven into religions studies, social studies, civics, political education, history and culture. It is also imparted indirectly through co-curricular activities.

In one country moral education is taught as a separate subject but it is also incorporated in religions studies. In another country specific codes of conduct have been laid down for students to follow in various work situations; in the school, home and community; and collective effort is made to shape the character of the individual along pre-determined standards of behaviour.

3. Methods of evaluation

Various methods, tools and techniques are employed in evaluating moral education. Most countries refer to conventional examinations to measure student's progress. Observation technique is also used in some countries. Anecdotal records for recording manifestations of behaviour, observation schedules and rating scales are used in some countries for overall assessment as well as for the assessments of specific social and personal traits. Checklists, inventories, interviews and paper and pencil tests are also employed to measure attitudes. Self-evaluation and group assessment of activities of youth organizations are used at least in two countries.

One country stressed that guidance by teachers, parents and peer group is another mode of evaluation receiving considerable emphasis where pupil's behaviour in school, at home and outside of home is observed.

Reporting of evaluation is done through rating scales and qualitative remarks in the progress reports or certificates issued by the educational institutions. As one way of providing feedback to the parents, home visits are done also in many countries in the region.

4. Problems and issues

The various country reports pose a number of problems and issues which must be attended to if a more effective and objective evaluation of moral training is to be achieved.

It is a common observation in most countries that there is a need for the development of objective criteria for measuring moral values and also the development of a proper scale for the evaluation of the moral development of the student.

Another common observation is that there has been little attempt to bring about linkages among the home, the school and the community regarding the moral training and their total involvement in its evaluation. This is related to another problem cited by some countries which bear on the discrepancies and conflicting values that may exist among these three agencies. It is therefore necessary that this problem be given due consideration so that moral development can be assessed satisfactorily.

Almost all the participating countries observed that much emphasis has been given to the evaluation of the cognitive aspect of moral training, but there is an obvious neglect of the evaluation of the affective aspect and the overt behaviour of the student.

Incorporation of moral education in the teaching of academic subjects tends to lead to its being ignored in evaluation because of concentration on evaluation of academic achievement.

In the Seminar attention was drawn to the fact that not enough opportunity is given to self-evaluation, which as supplement to evaluation done in the school is essential in the total evaluation of the student.

The participants raised a number of other related problems and issues concerned with moral education such as the need to develop more effective ways of teaching moral values, to improve the teacher training programmes, and to clarify the depth and breadth of this moral values to be taught and assessed.

Conclusion

The group discussions and the country reports revealed that there is a need for developing reliable instruments for the measurement of skills and student's progress in moral development. This is essential if the programmes in skill training and moral education are to have positive impact. The Seminar offered a series of suggestions which are given in the following chapter.

Chapter Three

SUGGESTIONS FOR DEVELOPING EVALUATION METHODOLOGIES AND PROCEDURES

In order to formulate suggestions and recommendations, the participants of the Seminar formed themselves into two groups; one group worked on skill development area, and the other on the moral development area. On conclusion of the group work, the participants assembled for the plenary sessions where group reports on the two areas were presented and discussed. Revisions and suggestions resulting from the group deliberations were incorporated in the final group reports which make up the substance of this chapter.

A. Guidelines for developing innovative examination tools, methodologies and procedures for evaluation of skill development

For the purposes of this Seminar the term skill development is taken to mean "all those processes which entail the learning of a carefully selected set of skills directly related to a vocation or industrial art and geared towards productive and socially useful goals". In formulating these suggestions no specific taxonomy of objectives of skill and attitude development has been adopted. The objectives of skill development and the problems and issues related thereto were first identified, and then the suggestions were made for the preparation of examination tools, methodologies and procedures concerned with the achievement of the desired objectives.

1. Objectives of skill development

The following are identified as objectives of skill development:

a) To impart basic knowledge, fundamental concepts and principles pertaining to particular vocations and technical subjects;

b) To give training in certain kinds of activity relevant to the interests and needs of the society;

c) To train the students in the development of manipulative skills appropriate to the level of development;

d) To train the students in problem solving in a systematic way with greater emphasis on learning by doing;

e) To inculcate in the minds of the children proper attitudes towards the different trades and people engaged in them;

f) To orientate the students to the world of work;

g) To develop in the students desirable work habits pertaining to safety, maintenance and tidiness;

h) To encourage collective and group work; and

i) To afford an opportunity for self-appreciation and development of a sense of achievement in productive work.

2. Problems and issues

In the implementation of programmes aimed to achieve the objectives of skill development the following problems and issues were identified:

a) Evaluation of skills has not kept pace with the development of skill training. This means that progress in vocational and skill training particularly in the general school curriculum has taken place at a more rapid rate than the development of evaluation tools, methodologies and procedures;

b) Evaluation of outcomes in attitude development is almost completely neglected;

c) Evaluation of cognitive aspects in skill training is overemphasized;

d) There are no clear-cut guidelines for the assessment of skills;

e) End-product is given more emphasis than the process of skill development;

f) Teachers lack competencies in the assessment and evaluation of skill development;

g) Task analysis for skill development is not adequately formulated or stated;

h) There is incompatibility between skill training in the school and job requirements in the community;

i) Little attention is paid to evaluation for immediate feed-back purposes;

j) Students lack training in the self-evaluation of their skill development;

k) There is a lack of set standards for different levels of skill development as bases for assessment.

3. Developing evaluation tools, methodologies and procedures for skill development

In the context of the objectives stated and the problems and issues identified the following suggestions were offered for the preparation of evaluation tools, methodologies and procedures :

a) Clear statement of objectives of skill development

These may be considered under general and specific objectives. The former would take into consideration the national objectives of education, the latter, the different vocations and other areas of productive skill learning.

b) Task analysis of skills

It is essential to identify the various skills and determine the tasks involved in the training of each skill. Each task should be analysed in detail to include all the necessary steps in the development of a particular skill.

c) Tables of specification of skills

It is considered essential to have a table of specifications for each of the following areas, namely: knowledge, skills and attitudes in respect of the particular vocation and technical subject.

d) Standards for different levels of skills

For every level of skill training there should be a set of standards of performance to form the basis for evaluation at different intervals of time.

e) Quality of assessment

In the area of evaluation of skills, the quality of assessment in relation to values of evaluation poses serious problems. In order to ensure scientific evaluation, it is necessary that the evaluators be given proper training, evaluation situations be standardized, scientifically developed tools and techniques be used, periodic checks of evaluations be undertaken and whenever possible more than one evaluator be involved in the process.

f) Recording and consolidation of evaluation

Evaluations made at different points of time should be recorded in the proper form so as to present a consolidated log of progress of individual students against the expected standards of performance.

g) Useability of results

Evaluation should be mindful of all possible uses of results without confining them solely to the selection process. The results should be used for the revision of task analysis of skills in particular and the curriculum in general.

h) Feasibility of assessment in relation to resources

The instruments of measurement and procedures should be designed by taking into account the availability of time, costs and materials.

i) Due consideration to be given to product as well as process

Overemphasis of the product rather than the process should be avoided in the evaluation of skill development in order to ensure a more scientific assessment of performance.

j) Continuous assessment

Continuous assessment should be given greater emphasis. An evaluation system based solely on a final examination at the end of the training, designed to classify the students as successes or failures would be inadequate in assessing the development of productive skills in the students. A cumulative performance level is a more valid indicator of a student's performance level.

k) Self-evaluation to be encouraged

In skill learning it is necessary that each step of a given task be assessed so that the student may change or reinforce the desired skill at every step. Since these steps include many sub-steps it makes evaluation difficult for the teacher. Therefore it is appropriate to train the student to assess his own skills and thereby take part in the evaluation process. In this manner, the student especially upon entering the world of work will be more self-reliant and, in addition, develop a sense of achievement.

B. Developing evaluation tools, methodologies and procedures for moral education

1. Situational context

The development of moral values takes place in a variety of contexts viz. home, school, society and the physical environment. An individual's moral development is an outcome of his interaction with all these agencies.

2. Problems and issues

The problems and issues identified by the Seminar were as follows:

a) Lack of effective ways of teaching moral values;

b) Absence of objective criteria for measuring the implementation of moral values;

c) Inadequacy of tools and techniques for evaluation of moral development;

d) Inadequate linkages between home, school, society and physical environment;

e) Lack of clear commitments of home, school and society to the development of moral values among the students;

f) Absence of direct evaluation of moral development in academic subjects;

g) Difficulty of explicit allocation of moral values at different grade levels;

h) Imbalance in development caused by discrepancies in moral behaviour in home, school and society at large;

i) Inadequate teacher training programmes in moral education;

j) Insufficient emphasis on self-evaluation in the evaluation of moral values.

3. Developing evaluation tools, methodologies and procedures

Keeping in view the conditions in different countries of the region and the situational contexts and problems, the Seminar formulated its suggestions under the following major headings:

a) Guiding principles;

b) Defining objectives of moral education;

c) Identification of levels of development of moral values;

d) Development of lists of typical behaviours;

e) Development of lists of activities;

f) Integrating evaluation with teaching-learning tasks.

Guiding principles

To make evaluation an integral part of the educational process the following principles need to be kept in view:

a) The ultimate objective of development and evaluation should be self-actualization;

b) Evaluation should lead to the development of a realistic self-image not very much at variance with the image as formed by others;

c) Evaluation of development of moral values by self and by others should be done simultaneously and the comparative picture thus emerging should be discussed with the students and the parents;

d) Evaluation of moral development should lay primary emphasis on the developmental aspect in contrast to classificatory approach.

e) The motto should be total programme for total education wherein academic progress, psychomotor skill development and inculcation of desirable social and personal values should be looked upon as an integrated whole in the total development of the learner.

Objectives

Moral development has been taken to mean the development of social and personal values accepted by the society.

The objective of moral education is to inculcate among the students social and personal values, such as; discipline; honesty; justice; co-operation; spirit of social service; leadership; helpfulness; dignity of labour; love and respect for humanity; diligence; self-reliance; kindness; emotional stability; sense of responsibility; initiative; regularity and punctuality; cleanliness; self-confidence; truthfulness; tolerance; courage; politeness and courtesy; aesthetic sense; cheerfulness.

Identification of levels of development of moral values

The following four levels have been identified:

a) Awareness;

b) Habit formation;

c) Valuing;

d) Internalization.

All moral values cannot be internalized by the learner in the initial stages of development. At the primary stage most of the values develop only up to the level of awareness and habit formation. As the child grows it starts valuing and internalizing them. Taking the illustration of self-discipline the various levels may be identified as follows:

a) Awareness through instruction, observation and participation.

b) Habit formation through concentration, self-control, practice and physical endurance.

c) Valuing through preference, judgement and appreciation.

d) Internalization through satisfaction and spontaneity in practising self-discipline.

These developmental stages also provide the guidelines for developing evaluation tools and techniques in respect of different values so as to provide for their assessment at a particular stage of development.

Developing lists of typical behaviours

In order to analyse the content of evaluation, it is necessary to develop lists of typical behaviours indicative of the development of a particular moral value. These lists provide the "raw material" for identifying the content of evaluation.

Developing lists of activities

These lists provide the guidelines for the teachers and pupils to undertake activities directly relevant to the development of moral values. They also provide opportunities for self-evaluation as well as evidences regarding the development of values.

Incorporating evaluation activities into teaching-learning tasks

For this purpose the following sub-steps are suggested:

a) List all possible methods and techniques that are appropriate to each level of development;

b) Select from the list those which

   i) provide for stimulation and exploration of innate potentialities;

   ii) are applicable to the typical behaviour.

   Neither behaviours nor situations occur in isolation and therefore care should be taken while evaluating to look for a variety of evidences which throw light on one or many values;

c) In addition to self, peer group, parents and the community should be involved in evaluation and the necessary tools and techniques developed for the purpose;

d) Provide for systematic feedback including remedial and positive reinforcement;

e) For recording and reporting of evidences of evaluation:

   i) consolidation sheets and profile charts may be prepared to consolidate different evaluations to get a composite picture of development;

   ii) evaluation of moral values may be synthesized within itself and with evaluation in other areas in respect of each student and a comprehensive report reflecting the strong points of growth and areas needing special attention may be prepared and discussed with the student as also with the parents at least twice in an academic session.

To demonstrate how the total programme can be viewed, what place evaluation occupies and what kind of tools and techniques can be

developed and used at a particular stage by different agencies, an illustration is given below. No attempt has been made in this illustration to either exhaust the list of national objectives or to cover all the values under a specific objective. Citizenship training as one of the objectives and self-discipline as one of the values under citizenship training have been taken to illustrate the point so that the guidelines could be objectively understood.

An illustration of evaluation of development of moral values

Steps	Example
1. National objective	Citizenship training
2. Value	Self-discipline
3. Stage	Primary
4. Characteristic behaviours	a) Recites national anthem; b) Stands in attention when national anthem is played; c) Respects national flag; d) Observes rules of the road; e) Observes rules of discipline in the school; f) Throws waste materials at the appointed place; g) Does not destroy school and public property; h) Does not allow waste of public goods; i) Waits for his turn; j) Does not indulge in activities which make the surroundings dirty; k) Does not create disturbance in the classroom; l) Tries to know more and more about the country, its constitution, and citizen's role; m) Participates actively in programmes organized for citizenship training by the school and the community.
5. Activities to be organized by school and community	a) Celebration of important national days; b) Morning assembly; c) Special drives; d) Encouraging students to initiate special programmes conducive to citizenship training;

Steps	Example
	f) Collecting quotations, anecdotes, biographies, stories, poems which are examples of self-discipline in the context of citizenship training and narrating them;
	g) Preparing student-bulletins incorporating material referred to above;
	h) Demonstrating good example;
	i) Presenting models of self-discipline through illustrated printed material, radio, T.V., films, etc.;
	j) Giving opportunities to observe and evaluate self-behaviour and behaviour of others;
	k) Practising desirable habits like speaking with permission, attending to instructions, orderly behaviour in home, school and community;
	l) Developing an appreciation of relevant behaviours which are desirable in the society;
	m) Practising good habits of body and mind so that they become automatic;
	n) Developing pride in observing rules and participating in promotional activities;
	o) Helping students to realize their own potential through challenging tasks;
	p) Avoiding harshness and coercive imposition.
6. Evaluation and feedback	
6.1. Collection of evidences	a) Self-evaluation - encouraging students to maintain diaries and record of activities of self-discipline in relation to citizenship training and to evaluate their own progress from time to time. Check-lists may be developed with their help and they may be encouraged to use them;

Steps	Example
	b) Peer-evaluation - socio-matric techniques, 'guess-who' game and rating-scales in which each student may be asked to rate all the rest;
	c) Teacher-evaluation - observation schedule, check-list, anecdotal records, rating scale, situational tests, role playing, written examination, interview and contact with parents.
6.2. Recording of evidences	a) Student diaries;
	b) Individual folders;
	c) Cumulative records; and
	d) Progress-profile to be maintained in respect of each student.
6.3. Feedback	a) Entries to be made periodically after each case is discussed in a conference of teachers. Whenever necessary parents may also be invited to such conferences;
	b) Progress to be discussed with students as also with parents;
	c) Every effort to be made to draw out the best in each student and to encourage further progress.

Chapter Four

RECOMMENDATIONS AND FOLLOW-UP ACTIVITIES

In the last phase of their deliberations the Seminar agreed to make the following general recommendations with a view to implementing them in all the participating countries in the region.

1. Reinforce the on-going teacher training programme of member countries with special orientation to the evaluation of skill development and moral education;

2. Teacher's manuals incorporating specific guidelines and techniques, recording and reporting systems in respect of the evaluation of skill development and moral education may be developed and supplied to the teachers;

3. Follow-up action may be undertaken by participating countries to incorporate innovative practices in evaluation of skill development and moral education at school level;

4. Steps may be taken at country level to design and develop scientifically sound evaluation tools, methodologies and procedures for the evaluation of skill and moral development;

5. Follow-up seminars may be organized periodically at regional, sub-regional and country levels to review programme in the evaluation of moral and skill development.

In addition to the general recommendations, participants developed action plans for follow-up activities in their countries.

Country plans for follow-up activities

AFGHANISTAN: Follow-up Study on the Regional Seminar on Preparing Guidelines for Developing Innovative Examination Tools, Methodologies and Procedures.

Objectives

a) To disseminate the outcomes of the Regional Seminar to the responsible people at the national level;

b) To evaluate the guidelines prepared at the Regional Seminar in terms of feasibility for the country; and

c) To prepare model tools, methodologies and procedures for the evaluation of skill development and moral education.

Procedure

The concerned departments at the national level will be consulted about the holding of a seminar for one week.

Responsible agency

The National Commission for Unesco may be the initiator of the preliminary meetings in order to decide about the agency which may be responsible for organizing the seminar.

Preparatory action

a) The responsible agency will appoint a task force composed of a few experienced people to prepare the details of the seminar.

b) Resources including Unesco inputs will be sought at least 4 to 5 months prior to the seminar.

Participants

Participants of the national seminar are:

a) Those who are responsible for curriculum development and evaluation of moral education and/or social studies;

b) Those who are responsible for curriculum development and evaluation of skill development both in general as well as in vocational schools; and

c) Some observers, as may be proposed by the task force group.

Expected outcome

a) Awareness of the participants of the importance of evaluation of skill development and moral education; and

b) Innovative sample tools, methodologies and procedures for evaluation of skill development and moral education.

BANGLADESH: Programme for In-service Training of Teachers in Moral Education and its Evaluation.

Objectives

a) To make the teachers aware of the need for better teaching and evaluation in moral education; and

b) To use the guidelines prepared in the Unesco Seminar for developing evaluation tools for moral education.

Procedure

a) Identify the content of moral education in religions and other subjects and specify the behavioural objectives of these contents for evaluation purpose;

b) Construct illustrative examples for evaluation of some of the moral values by using the guidelines developed in the Unesco seminar;

c) Try out illustrative examples in classroom situation for improvement and further use; and

d) Provide in-service training to make teachers aware of the objectives, content, methods of teaching and evaluation of moral education programme.

Responsible agencies

a) Ministry of Education;

b) Boards of Intermediate and Secondary Education; and

c) Teacher Training Institutions.

Preparatory action

a) Prepare a draft plan for in-service training of teachers to the responsible authority of the Ministry of Education for approval;

b) Finalize the plan and set up a committee to organize the training activity;

c) Allocate funds and other necessary resources; and

d) Make other necessary arrangement such as travel and accommodation of participants.

Expected outcome

Better teaching and evaluation in the area of moral education.

INDIA:

Project No. 1: A survey of evaluation practices in skill development

Objectives

a) To collect bench-mark data in evaluation practices; and

b) To disseminate information about innovative practices to schools and examining agencies.

Procedure

a) A sample of institutions from various parts of the country will be identified in consultation with the local education authorities;

b) Boards of education where skill development is a subject of external examination will be contacted;

c) Separate questionnaires for the Boards and the schools will be prepared and mailed out to get the data;

d) Tabulation and analysis of the data thus collected will be made to identify common as also unique practices in the area of study; and

e) The information thus obtained will be synthesized to be circulated to other Boards and institutions.

Responsible agency

The National Council of Educational Research and Training.

Preparatory action

A workshop will be organized to develop the design of the study.

Expected outcome

The information received through this study will be utilized for improving evaluation practices in skill development.

Project No. 2: Evaluation practices in moral education in selected schools

Objectives

a) To identify good practices for dissemination to other schools; and

b) To improve the existing practices so as to make them more broad-based and scientific.

Procedure

A sample of schools where moral education is being evaluated will be drawn from all over the country.

The data for the study shall be collected through personal visits and structured interviews.

Based on the analysis of the data a report will be prepared and the institutions will be advised on how they could improve their practices in keeping with the approach adopted in the Unesco (APEID) seminar on the development of innovative tools in moral education and skill development.

Preparatory action

A team of investigators will be identified and with their assistance a research design and necessary tools willbe developed.

Expected outcome

a) The information shall be useful to other schools;

b) Practices prevailing in the schools under study shall be provided a scientific base and further improved.

Project No. 3: National workshop on evaluation of moral education

Objectives

a) To disseminate the ideas developed in the APEID seminar; and

b) To evolve a plan of action for the introduction of evaluation of moral values in schools.

Procedure

A ten-day workshop will be organized at the national level and two resource persons from countries like Thailand where moral education is being taught shall be invited.

Preparatory action

Unesco shall be requested to meet the expenditure on the resource persons while the National Council of Educational Research and Training will be requested to meet the cost of the workshop.

Expected outcome

Development of a scientific plan of action for the introduction of evaluation of moral education in schools which will be supplied to the States/Union Territories for further action.

Project No. 4: Evaluation of textbooks from the point of view of development of selected moral values.

Objective

To determine the extent to which textbooks are promoting or hindering the development of moral values.

Procedure

Textbooks for classes I to X in the subjects of Languages, Social Sciences, and Sciences from one state and some independent schools will be selected.

One workshop will be organized to develop the instruments and procedures of evaluation.

These books shall then be evaluated by the participants.

Another workshop will be organized to finalize the evaluation results and to prepare a report.

Preparatory action

Information about the same study in other Asian country will be collected to be used as a basis for organizing the workshop.

Expected outcomes

The findings of the project will be used in the improvement of textbooks from the point of view of development of moral values.

Project No. 5: Students' perception of selected moral values at different age-levels.

Objectives

a) To collect scientific information on the development of moral values from the point of view of their grade-placement; and

b) To determine the gap between the knowledge and internalization of moral values at different age-levels.

Procedure

This intensive study shall be limited to only a carefully selected three samples of students of ages 8 years, 12 years and 16 years. In each case information about the social behaviour of the students shall be collected. Perception schedules concerning their perception on the selected values shall be developed. A detailed analysis of the behaviours and perceptions will be done to get a clear picture of the gap between professed, perceived and practiced values at different age-levels.

Preparatory action

a) Related literature will be studied;

b) Design of the study will be worked out; and

c) Financial assistance for the project shall be procured.

Expected outcome

The study will be extremely helpful to curriculum planners, teachers, parents and social workers from the point of view of development and evaluation of moral values among students.

INDONESIA: Training of teachers in evaluation of moral development

Objectives

a) To give teachers experience in evaluation of moral development;

b) To train teachers in constructing and developing evaluation tools for moral development; and

c) To improve the teaching learning process in moral development.

Procedure

From each province, two or three teachers, responsible for teaching moral education shall participate in the training. These teachers shall in turn train the remaining teachers in their provinces. The guidelines developed in the Unesco seminars shall be used as reference.

Responsible agency

The responsible agency shall be the Department of Education, in collaboration with the Directorate General of Elementary and Secondary Education.

Preparatory action

a) A committee or task force shall be appointed to design the programme of training.

b) Two or three teachers from the primary as well as from the secondary schools who are responsible for the teaching of moral education shall be selected, using certain criteria developed by the task force.

These selected teachers shall become core trainers in their provinces. Some of the trained teachers at the second stage shall be selected to train other teachers at the third stage, and so on, until all teachers who are responsible for the teaching of moral education are trained.

Expected outcome

Proper evaluation procedures and techniques in moral education.

IRAN: Effective evaluation of moral development

Objectives

a) To develop examination tools following the guidelines of the Unesco Seminar; and

b) To make evaluation an integrated part of the teaching/learning process.

Responsible agency

Institute for Research and Planning in Science and Education with the co-operation of the Ministry of Education.

Preparatory action

a) Organizing seminars at regional level;

b) Analyzing the textbook; and

c) Developing instructional objectives of moral education.

Expected outcome

a) Identification of national objectives of moral education;

b) Revision of the instructional materials;

c) Modification of the teaching methods; and

d) Revision of teacher education curriculum.

MALAYSIA: Improvement of teachers' competencies in evaluation with special reference to skill development

One of the problems that seems to hinder a comprehensive assessment of skill development is the inadequacy of teachers's knowledge and capabilities in the field of skill evaluation. As a result although the assessment of product has been commonly carried out, not much attention has been given to the evaluation of the actual skill involved in the process. There is therefore a need for the upgrading of teachers competencies in the field of evaluation with special reference to skill development.

Objective

To upgrade the level of competency of teachers engaged in skill training, in the procedures and techniques of skill evaluation so that teachers will give due consideration to the evaluation of both the product and process in skill development.

Procedure

a) A review of the aspects on evaluation in the existing curriculum so that teacher trainees in Teacher Training Colleges who will be teaching skills will be efficiently and effectively taught on the principles and techniques of evaluation of skill development.

b) In-service training courses will be provided for practising teachers engaged in skill training. Such in-service training programmes must be work-situation oriented and should be done at regional levels.

c) Headmasters and school administrators will be exposed to the concept of formative evaluation so that they can help the teachers.

Responsible agency

The agency which will be directly responsible for these training programmes will be the Teacher Training Division. It will need to work closely with the other divisions particularly the Technical Division, the Examinations Syndicate and the Curriculum Development Centre of the Ministry of Education.

Preparatory action

a) A special committee comprising representatives of relevant divisions of the Ministry of Education will be set up to study the existing teacher training programme in evaluation and identify those areas which need to be emphasized to ensure that teacher trainees will at the end of their training be best equipped for evaluation work. The committee will also look into the feasibility of the programme of comprehensive skill evaluation in the context of the need and availability of resources.

b) A meeting among experts in education and evaluation and those engaged in technical education to discuss problems related to the comprehensive evaluation of skill development will be organized.

c) Teacher's manual and guidelines for evaluation of skills will be made available to teachers.

Expected outcome

a) Through the training and retraining in skill evaluation, teachers would be made more aware of the need to look into the process aspect of skill evaluation in addition to the product and realize its importance in skill development.

b) Teachers should be able to develop and/or use suitable tools for evaluating the skills developed in their students.

c) Teachers should be able to use the results of the evaluation both for remedial and for the progressive development of the particular skill.

d) With continuous formative evaluation the students should show greater interest and be more motivated in the development of their skills.

NEPAL: A plan for developing new "Moral Education"

Objectives

a) To inculcate the moral values accepted by the community and society at large.

b) To innovate an integral programme in the curricula.

c) To prepare scientific evaluation devices supplement to the present examination system.

Procedure

a) A Central Committee will be formed to develop rationale for teaching moral education.

b) Rationale will be further discussed in the groups - region-wise, district-wise and school-wise.

c) A moral education programme will be developed and implemented phase-wise.

d) Schools (primary, lower secondary and secondary: general, Sanskrit and vocational) will include the moral education programme in the academic calendar of operation.

e) 'Grants-in-aid' if necessary will be recommended in developing and implementing this new programme.

Responsible agency

a) Ministry of Education;

b) Regional Directorates;

c) District Education Office;

d) Philanthrope and other agencies interested in developing this programme.

Preparatory action

a) Formation of committees;

b) Preparation of the calendar of operation;

c) Development of rationale for teaching moral education;

d) Making the funds available;

e) Conference and workshop;

f) Implementation;

g) Follow-up.

Expected outcome

a) Development of awareness, values and internalization amongst the students to be an enlightened citizenry.

b) Formation of desirable habits among students participating in social and local programmes.

c) Development of skills in self-evaluation in the students and skills in the informal assessment of the students progress in the teachers.

PHILIPPINES: Implementation of suggested guidelines for developing examination tools, methodologies and procedures

Objectives

a) General

To disseminate ideas developed in the Unesco Seminar on Preparing Guidelines for the Development of Innovative Examination Tools, Methodologies and Procedures to people who are involved in the evaluation process in general schools.

b) Specific

(i) To share experiences relating to the current evaluation tools, methodologies and procedures employed in the general schools.

(ii) To study the set of guidelines for developing innovative examination tools, methodologies and procedures formulated by the participants in Unesco Seminar.

(iii) To develop a course of action for implementing these guidelines in the different regions of the country.

Procedure

In October of each year regional and division testing co-ordinators who are in charge of test programmes (There is one regional test co-ordinator for each of the thirteen regions in the country and one testing co-ordinator for each school division in every province and city) meet in Manila for an orientation seminar on the implementation of a national project (the Recreditation and Equivalency Programme) intended for out-of-school youth. It will be proposed that in addition to this seminar, a workshop be held to attain the objectives stated earlier.

Responsible agency

The proposed workshop will be conducted by the Ministry of Education and Culture through the National Educational Testing Centre, the office in charge of measurement and evaluation functions.

Preparatory action

This action plan will be presented to the executive staff of the National Educational Testing Centre. If the staff approves it, this office will endorse it to the Minister of Education and Culture for final approval. After that the detailed plan for the workshop will be developed and finalized.

Expected outcome

The participants to the proposed workshop are expected to:

a) Exchange ideas regarding the evaluation tools, methodologies and procedures currently used in their respective regions/school divisions;

b) Consider the prepared guidelines and develop a feasible course of action on how to implement these guidelines, taking into consideration felt needs and available resources; and

c) Implement this course of action at the earliest possible time.

SOCIALIST REPUBLIC OF VIET NAM: Action plan for improving evaluation practices in schools

Objectives

a) To improve the existing evaluation systems and practices in Viet Nam.

b) To replace external examination by internal evaluation gradually.

c) To incorporate evaluation activities into teaching-learning process in order to maximize its effectiveness.

Procedures

a) A group of specialists will be formed for studying the educational evaluation system and practices.

b) More attentions will be paid to study experiences in this field of other country (especially of India, Thailand, etc.).

Responsible agency

Institute of Pedagogical Research, Ministry of Education, Hanoi.

Expected outcome

Improvement of evaluation practices as an integral part of the teaching-learning process.

SRI LANKA: A programme for the implementation of some of the guidelines for the preparation of innovative examination tools, procedures and methodologies formulated at the Unesco Regional Seminar, September 1979, Bangkok.

Objectives

To design and develop innovative examination tools for the evaluation of moral development through religious education.

Procedure

a) Appoint a committee comprising persons who are conversant with scientific evaluation.

b) Organize meetings between the committee and the following groups:

   i) Religious Education Advisory Committee.

   ii) A representative of teachers of religion in the general schools.

   iii) Teachers from religious studies faculties of universities.

c) Identify the objectives of religious education of each religion and the objectives of moral education.

d) Prepare task analysis and tables of specifications.

e) Prepare sample tests.

f) Administer tests in a sample of schools.

g) Conduct post test administration studies such as item analysis, statistical analysis and validation studies.

h) Revise and review tests.

i) Administer as a pilot test along with the national examination.

Responsible agency

Department of Examination, Ministry of Education, Sri Lanka.

Expected outcome

Successful evaluation of moral development as an outcome of religious education.

THAILAND:

Project No. 1: Development of moral value scale

Objective

To develop a scale to measure the stage of moral development of the child between 7-15 years old.

Responsible agency

It is an inter-departmental project with the Department of Educational Techniques as the secretariate.

Procedure

The Kohlberg's stages of moral development will be incorporated into the Thai system of good manner to form the basis of the scale. The paired comparison techniquc will be used.

Preparatory action

The committee has been formed and the appropriation has been granted.

Expected outcome

The valid and reliable scale that can reflect the stages of moral development of the child.

Project No. 2: The comparison of the effectiveness of three teaching strategies in moral education

Objective

To identify the effective teaching strategy in teaching moral education.

Procedure

Teacher's manual, learning materials and instructional plan for three teaching strategies, the traditional, value clarification and inquiry, will be developed and implemented. The level of development affected by three learning strategies will be compared. The field experiment will be used.

Responsible agency

Division of Educational Research, Department of Educational Techniques.

Preparatory action

The committee has been appointed and the funds have been secured.

Expected outcome

The effective teaching strategy will be identified with the implementation manual.

Project No. 3: Workshop on the Development of Evaluation Tools, Methodologies and Procedures for Skill Training

Objectives

a) To make the teachers understand methods of measurement and evaluation as regulated by the Ministry of Education.

b) To make the teachers know how to develop evaluation tools along the guidelines formulated in Unesco Seminar.

Procedure

A workshop on task analyses of skill training and the development of evaluation tools will be organized. Lectures by experts on task analysis and on constructing the evaluation tools will be given to the teachers.

Responsible agency

Bureau for Testing Services, Department of Educational Techniques and the Supervisory Unit of the Regional Education Office at Region 10, Ubol, will be responsible for this workshop.

Preparatory action

a) Preparation of the materials for the workshop.

b) Identification of the participant teachers and resource persons for the workshop.

Expected outcome

a) The teachers will understand the processes of the development of evaluation tools, methodologies and procedures.

b) The teachers will have evaluation tools to be utilized in their own schools. Finally, they will be aware of the importance of skill training in education.

Annex I

AGENDA

1. Opening of the Seminar

2. Election of Officers of the Seminar

3. Consideration of the Agenda

4. Sharing of experiences on methodologies and procedures for developing examination tools in skill development and moral development

5. Presentation and discussion on Report of the Task Force

6. Preparation of guidelines for developing examination tools, methodologies and procedures

7. Recommendations and follow-up activities

Annex II

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Annex III

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